**The Core and MORE Instruction Checklist**

**By Natasha Buckner and Mary Lou Damjanovich**

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| **The CCSS Standard: 1.0A.1**  **The Envision Lesson: 7-5 Problem Solving Draw a Picture and Write a Number Sentence a Picture** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Variety of counters, paper, crayons | Number sentence |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Using a photo with many objects in it ask students to think number sentences that go along with the photo. Ask the children: how they came up with their number sentence? Does the number sentence make sense with the photo? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. Review “number sentence” as it has been taught in previous lessons. 2. Review how to draw a picture. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Read this aloud- Nine children are marching in a parade. Three of them rode on a float. The rest of the children walked. How many children walked in the parade? Draw a picture to solve this problem. Write the number sentence.  Circulate around the room and ask the children what they are thinking. Also, ask them to explain their work. | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Show a few children’s drawings on the document camera. Be sure to have them explain their thinking. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Give the children a number sentence, such as ten plus four equals 14. Have the children work in partners to create a story to illustrate this number sentence as well as draw it.  Later have them present their work to the class. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Do the Quick Check Master 7-5. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
| Roll and draw- Have the children roll die and then come up with a story, drawing, and a number sentence to go with it. | |
| **HOMEWORK** | |
| Envisions leveled homework page 7-5. | |